

Correlation Map of LEARNING-FOCUSED to North Carolina's Evaluation Model



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LEARNING-FOCUSED provides schools and districts with the best solutions for ensuring that teachers will be successful on teacher evaluations. LEARNING-FOCUSED is a model that helps prepares your teachers to consistently and pervasively implement the standards of the North Carolina evaluation.

This correlation map provides the direct connections of day-to-day implementation of LEARNING-FOCUSED with the North Carolina Evaluation Model by standard.

Standard 1: Teachers Demonstrate Leadership

a: Teachers lead in their classrooms

North Carolina Evaluation	LEARNING-FOCUSED
<p>Understands how they contribute to students graduating from high school.</p> <p>Takes responsibility for the progress of students to ensure that they graduate from high school.</p> <p>Communicates to students the vision of being prepared for life in the 21st century.</p> <p>Encourages students to take responsibility for their own learning.</p>	<p>LEARNING-FOCUSED provides the research-based and evidenced-based practices that best promote learning for all students. This gives teachers the confidence and motivation to attend to these issues more consistently. LEARNING-FOCUSED also encourages and models collaborative planning, teaming, and conferencing that help teachers develop these skills.</p>
<p>Uses data to understand the skills and abilities of students.</p> <p>Provides evidence of data driven instruction throughout all classroom activities.</p> <p>Evaluates student progress using a variety of assessment data.</p> <p>Uses classroom assessment data to inform program planning.</p>	<p>Transforming Standards into Learning Teachers develop Common Assessments in order to collect data.</p> <p>Connecting Exemplary Practices in Acquisition Lessons Using Acquisition Lessons for instruction enables teachers to integrate data decision making throughout each lesson.</p> <p>Assessment Prompts are planned for each lesson based on Essential Question and standards.</p> <p>Teachers use Assessment Prompt data and Summarizing Strategies to determine skills and abilities of students.</p> <p>Teachers review benchmark and other assessment data when developing Acquisition Lessons.</p> <p>Teachers use Activating Strategies to determine skills and abilities of students at the beginning of lessons.</p> <p>Planning Units for Learning Teachers use rubric and other assessment data throughout their units to determine instruction and student understanding.</p>
<p>Establishes a safe and orderly classroom.</p> <p>Empowers and encourages students to create and maintain a safe and supportive school and community environment.</p>	<p>All LEARNING-FOCUSED Strategies When using Learning-Focused, teachers are able to keep students engaged and orderly because they are focused on learning, collaborating, and demonstrating their understanding.</p> <p>LEARNING-FOCUSED provides the research-based and evidenced-based practices that best promote learning for all students. This gives teachers the confidence and motivation to attend to these issues more consistently. LEARNING-FOCUSED also encourages and models collaborative planning, teaming, and conferencing that help teachers develop these skills.</p>

Standard 1: Teachers Demonstrate Leadership

a: Teachers lead in their classrooms

North Carolina Evaluation	LEARNING-FOCUSED
Creates a classroom culture that empowers students to collaborate.	<p>All LEARNING-FOCUSED Strategies Extensive use of Collaborative Pairs and small groups during all parts of lessons and activities such as rehearsals, guided practice, distributed summarizing, Assessment Prompts, assignments and learning activities..</p> <p>Flexible Grouping K-5 classrooms use Lit Teams during Language Arts. 6-12 classrooms use Learning Teams and Learning Stations during English/Language Arts.</p>

Standard 1: Teachers Demonstrate Leadership

b: Teachers demonstrate leadership in the school

North Carolina Evaluation	LEARNING-FOCUSED
<p>Attends professional learning community meetings.</p> <p>Displays awareness of the goals of the school improvement plan.</p> <p>Participates in professional learning community.</p> <p>Participates in developing and/or implementing the school improvement plan.</p> <p>Assumes a leadership role in professional learning community.</p> <p>Collaborates with school personnel on school improvement activities.</p> <p>Collaborates with colleagues to improve the quality of learning in the school.</p> <p>Assumes a leadership role in implementing school improvement plan throughout the building.</p>	<p>LEARNING-FOCUSED provides the research-based and evidenced-based practices that best promote learning for all students. This gives teachers the confidence and motivation to attend to these issues more consistently. LEARNING-FOCUSED also encourages and models collaborative planning, teaming, and conferencing that help teachers develop these skills.</p>

Standard 1: Teachers Demonstrate Leadership

c: Teachers lead the teaching profession

North Carolina Evaluation	LEARNING-FOCUSED
<p>Has knowledge of opportunities and the need for professional growth and begins to establish relationships with colleagues.</p> <p>Contributes to the improvement of the profession through professional growth.</p> <p>Contributes to the establishment of positive working relationships.</p> <p>Contributes to the school's decision making processes as required.</p> <p>Promotes positive working relationships through professional growth activities and collaboration.</p> <p>Seeks opportunities to lead professional growth activities and decision-making processes.</p>	<p>LEARNING-FOCUSED provides the research-based and evidenced-based practices that best promote learning for all students. This gives teachers the confidence and motivation to attend to these issues more consistently. LEARNING-FOCUSED also encourages and models collaborative planning, teaming, and conferencing that help teachers develop these skills.</p>

Standard 1: Teachers Demonstrate Leadership

d: Teachers advocate for schools and students

North Carolina Evaluation	LEARNING-FOCUSED
<p>Knows about the policies and practices affecting student learning.</p> <p>Supports positive change in policies and practices affecting student learning.</p> <p>Participates in developing policies and practices to improve student learning.</p> <p>Actively participates, promotes, and provides strong supporting evidence for implementation of initiatives to improve education.</p>	<p>LEARNING-FOCUSED provides the research-based and evidenced-based practices that best promote learning for all students. This gives teachers the confidence and motivation to attend to these issues more consistently. LEARNING-FOCUSED also encourages and models collaborative planning, teaming, and conferencing that help teachers develop these skills.</p>

Standard 1: Teachers Demonstrate Leadership
e: Teachers demonstrate high ethical standards

North Carolina Evaluation	LEARNING-FOCUSED
<p>Understands the importance of ethical behavior as outlined in the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i>.</p> <p>Demonstrates ethical behavior through adherence to the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i>.</p> <p>Knows and upholds the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i>.</p> <p>Models the tenets of the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> and encourages others to do the same.</p>	<p>LEARNING-FOCUSED provides the research-based and evidenced-based practices that best promote learning for all students. This gives teachers the confidence and motivation to attend to these issues more consistently. LEARNING-FOCUSED also encourages and models collaborative planning, teaming, and conferencing that help teachers develop these skills.</p>

Standard 2: Teachers Establish a Respectful Environment for a Diverse Population of Students

a: Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.

North Carolina Evaluation	LEARNING-FOCUSED
<p>Appreciates and understands the need to establish nurturing relationships.</p> <p>Establishes an inviting, respectful, inclusive, flexible, and supportive learning environment.</p> <p>Maintains a positive and nurturing learning environment.</p> <p>Encourages and advises others to provide a nurturing and positive learning environment for all students.</p>	<p>LEARNING-FOCUSED provides the research-based and evidenced-based practices that best promote learning for all students. This gives teachers the confidence and motivation to attend to these issues more consistently. LEARNING-FOCUSED also encourages and models collaborative planning, teaming, and conferencing that help teachers develop these skills.</p> <p>Scaffolding Grade Level Learning for Struggling Students Teachers use scaffolding strategies to help all students meet grade level expectations.</p> <p>Differentiated Assignments Students are held to grade level standards while provided scaffolding or tiered assignments which enable them to be successful.</p>

Standard 2: Teachers Establish a Respectful Environment for a Diverse Population of Students

a: Teachers embrace diversity in the school community and in the world.

North Carolina Evaluation	LEARNING-FOCUSED
<p>Acknowledges that diverse cultures impact the world.</p> <p>Demonstrates awareness of the diversity of students in the classroom.</p> <p>Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues.</p> <p>Acknowledges the influence of race, ethnicity, gender, religion, socioeconomics, and culture on a student's development and attitudes.</p> <p>Uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.</p> <p>Consistently incorporates different points of view in instruction.</p> <p>Promotes a deep understanding of cultures through the integration of culturally sensitive materials and ideas throughout the curriculum.</p> <p>Capitalizes on diversity as an asset in the classroom.</p>	<p>LEARNING-FOCUSED provides the research-based and evidenced-based practices that best promote learning for all students. This gives teachers the confidence and motivation to attend to these issues more consistently. LEARNING-FOCUSED also encourages and models collaborative planning, teaming, and conferencing that help teachers develop these skills.</p> <p>Scaffolding Grade Level Learning for Struggling Students Teachers use scaffolding strategies to help all students meet grade level expectations.</p> <p>Differentiated Assignments Students are held to grade level standards while provided scaffolding or tiered assignments which enable them to be successful.</p>

Standard 2: Teachers Establish a Respectful Environment for a Diverse Population of Students

c: Teachers treat students as individuals.

North Carolina Evaluation	LEARNING-FOCUSED
<p>Holds high expectations of students.</p> <p>Communicates high expectations for all students.</p> <p>Encourages and values contributions of students, regardless of background or ability.</p> <p>Helps students hold high expectations for themselves and their peers.</p>	<p>LEARNING-FOCUSED provides the research-based and evidenced-based practices that best promote learning for all students. This gives teachers the confidence and motivation to attend to these issues more consistently. LEARNING-FOCUSED also encourages and models collaborative planning, teaming, and conferencing that help teachers develop these skills.</p> <p>Transforming Standards into Learning Teachers develop an organizer that clarifies standards and establish clear learning goals for a unit.</p> <p>Teachers use the standards driven LEARNING-FOCUSED model to plan lessons and units from an organizer that clearly identifies what students need to know, understand, and be able to do from the state and common core standards.</p> <p>Scaffolding Grade Level Learning for Struggling Students Teachers use scaffolding strategies to help all students meet grade level expectations.</p> <p>Differentiated Assignments Students are held to grade level standards while provided scaffolding or tiered assignments which enable them to be successful.</p>

Standard 2: Teachers Establish a Respectful Environment for a Diverse Population of Students

d: Teachers adapt their teaching for the benefit of students with special needs.

North Carolina Evaluation	LEARNING-FOCUSED
<p>Recognizes that students have a variety of learning needs.</p> <p>Is knowledgeable of effective practices for students with special needs.</p> <p>Collaborates with specialists who can support the special learning needs of students.</p> <p>Provides unique learning opportunities such as inclusion and research based effective practices for students with special needs.</p> <p>Understands the roles of and collaborates with the full range of support specialists to help meet the special needs of all students.</p> <p>Effectively engages special needs students in learning activities and ensures their unique learning needs are met.</p> <p>Anticipates the unique learning needs of students and solicits assistance from within and outside the school to address those needs.</p> <p>Adapts instruction for the benefit of students with special needs and helps colleagues do the same for their students.</p>	<p>Catching Kids Up with Acceleration Struggling students benefit from the Learning-Focused Acceleration model that relies on preparing students to be successful with grade level content rather than just using remediation when students do not fully acquire or comprehend the concepts and skills taught during the classroom lesson.</p> <p>Scaffolding Grade Level Learning Teachers use the Acquisition Lesson plan and scaffolding strategies to plan (identify what and how to scaffold for each struggling student) and prepare their lessons to help struggling students meet grade level expectations.</p> <p>Differentiated Assignments Teachers use Differentiated Assignment strategies to customize their plans to allow specific Special Education students' access to the grade level content.</p> <p>LEARNING-FOCUSED provides the research-based and evidenced-based practices that best promote learning for all students. This gives teachers the confidence and motivation to attend to these issues more consistently. LEARNING-FOCUSED also encourages and models collaborative planning, teaming, and conferencing that help teachers develop these skills.</p>

Standard 2: Teachers Establish a Respectful Environment for a Diverse Population of Students

e: Teachers work collaboratively with the families and significant adults in the lives of their students.

North Carolina Evaluation	LEARNING-FOCUSED
<p>Responds to family and community concerns.</p> <p>Communicates and collaborates with the home and community for the benefit of students.</p> <p>Recognizes obstacles to family and community participation and conscientiously seeks solutions to overcome them.</p> <p>Promotes trust and understanding throughout the school community.</p>	<p>LEARNING-FOCUSED provides the research-based and evidenced-based practices that best promote learning for all students. This gives teachers the confidence and motivation to attend to these issues more consistently. LEARNING-FOCUSED also encourages and models collaborative planning, teaming, and conferencing that help teachers develop these skills.</p> <p>Transforming Standards into Learning Student Learning Maps are shared with family in order to communicate and collaborate on learning expectations.</p>

Standard 3: Teachers Know the Content They Teach

a: Teachers align their instruction with the *North Carolina Standard Course of Study*

North Carolina Evaluation	LEARNING-FOCUSED
<p>Demonstrates an awareness of the <i>North Carolina Standard Course of Study</i> and references it in the preparation of lesson plans.</p>	<p>Power Curriculum and/or Transforming Standards into Learning Teachers develop Student Learning Maps, Concepts and Lesson Essential Questions from state and national standards that are used to communicate to students what they are learning. State standards are displayed on Student Learning Maps as the Key Learning, Unit Essential Question, Concepts, Lesson Essential Questions, and key Vocabulary – all driven by the state standards. Students and teachers utilize the Student Learning Map as a visual representation for the learning. Each lesson is introduced with a Lesson Essential Question from this map.</p> <p>Teachers develop an organizer that clarifies standards and establish clear learning goals for a unit.</p> <p>Teachers use the standards driven LEARNING-FOCUSED model to plan lessons and units from an organizer that clearly identifies what students need to know, understand, and be able to do from the state and common core standards.</p> <p>Connecting Exemplary Practices in Acquisition Lessons Essential Questions (derived from the standards) are posted and used to start lessons, referred to during lessons. Students learn that the essential question represents the learning goal and will be answered at the end of the lesson.</p>
<p><i>Elementary:</i> Begins to integrate literacy instruction in selected lessons.</p> <p><i>Elementary:</i> Integrates effective literacy instruction throughout the curriculum.</p> <p><i>Elementary:</i> Evaluates and reflects upon the effectiveness of literacy instruction.</p>	<p>Reading Assignments in the Content Areas Deepen students understanding of the content utilizing ongoing reading comprehension strategies.</p> <p>Writing Assignments Strengthens students' ability to effectively write to inform a specific audience about a point of view or by constructing support on for an issue.</p> <p>Reading Comprehension Strategies: Flexible Grouping Flexible Grouping provides a safe environment where students can learn reading strategies and comprehension skills interactively.</p> <p>Reading Comprehension Strategies: Teacher Directed Lessons Teachers provide students with direct instruction of literacy strategies and knowledge that they can then use strategically in the content areas.</p>

Standard 3: Teachers Know the Content They Teach

a: Teachers align their instruction with the *North Carolina Standard Course of Study*

<p><i>Secondary:</i> Recognizes the importance of integrating literacy strategies within the content areas.</p> <p><i>Secondary:</i> Incorporates a wide variety of literacy skills within content areas to enhance learning.</p> <p><i>Secondary:</i> Evaluates and reflects upon the effectiveness of literacy instruction within content areas.</p>	<p>Reading Assignments in the Content Areas Deepen students understanding of the content utilizing ongoing reading comprehension strategies.</p> <p>Writing Assignments Strengthens students' ability to effectively write to inform a specific audience about a point of view or by constructing support on for an issue.</p> <p>Reading Comprehension Strategies: Teacher Directed Lessons English/Language Arts teachers provide students with direct instruction of literacy strategies and knowledge that they can then use strategically in the content areas.</p>
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Standard 3: Teachers Know the Content They Teach

a: Teachers align their instruction with the *North Carolina Standard Course of Study*

<p>Understands the <i>North Carolina Standard Course of Study</i>, uses it in preparation of lesson plans, and applies strategies to make the curriculum rigorous and relevant.</p> <p>Develops and applies strategies based on the <i>North Carolina Standard Course of Study</i> and standards developed by professional organizations to make the curriculum balanced, rigorous and relevant.</p>	<p>Power Curriculum and/or Transforming Standards into Learning Teachers develop Student Learning Maps, Concepts and Lesson Essential Questions from state and national standards that are used to communicate to students what they are learning. State standards are displayed on Student Learning Maps as the Key Learning, Unit Essential Question, Concepts, Lesson Essential Questions, and key Vocabulary – all driven by the state standards. Students and teachers utilize the Student Learning Map as a visual representation for the learning. Each lesson is introduced with a Lesson Essential Question from this map.</p> <p>Common Assessments are collaboratively planned and utilized throughout the unit of instruction</p> <p>Connecting Exemplary Practices in Acquisition Lessons Essential Questions (derived from the standards) are posted and used to start lessons, referred to during lessons. Students learn that the essential question represents the learning goal and will be answered at the end of the lesson.</p> <p>Assessment Prompts are planned for each lesson based on Essential Question and standards.</p> <p>Assessment Prompts are distributed throughout the lesson in order to gather data on student understanding which allows teachers to adjust instruction to meet the needs of students at strategic points throughout lesson.</p> <p>Distributed summarizing and practice, often through collaborative student pairs, are used throughout the lesson between assessment prompts to continually check for understanding informally.</p> <p>A Summarizing Strategy is used at the end of the lesson to determine if students can answer the Essential Question.</p> <p>Students keep a journal of Student Learning Maps, Essential Questions, Assessment Prompts, Key Vocabulary and responses to Essential Questions.</p>
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Standard 3: Teachers Know the Content They Teach

a: Teachers align their instruction with the *North Carolina Standard Course of Study*

<p>Assists colleagues in applying such strategies in their classrooms.</p>	<p>All LEARNING-FOCUSED Teachers follow a proven framework for evaluating and refining their lessons and units.</p> <p>LEARNING-FOCUSED provides the research-based and evidenced-based practices that best promote learning for all students. This gives teachers the confidence and motivation to attend to these issues more consistently. LEARNING-FOCUSED also encourages and models collaborative planning, teaming, and conferencing that help teachers develop these skills.</p> <p>Schools collect, analyze and reference achievement data that monitors the progress of all students on a consistent basis.</p> <p>Teachers are provided opportunities for reflection and sharing meetings.</p>
<p>Makes necessary changes to instructional practice to improve student learning.</p>	<p>LEARNING-FOCUSED provides the research-based and evidenced-based practices that best promote learning for all students. This gives teachers the confidence and motivation to attend to these issues more consistently. LEARNING-FOCUSED also encourages and models collaborative planning, teaming, and conferencing that help teachers develop these skills.</p> <p>Connecting Exemplary Practices in Acquisition Lessons Assessment Prompts provide student feedback that allows the teacher to monitor and adjust instruction throughout the lesson.</p>

Standard 3: Teachers Know the Content They Teach

b: Teachers know the content appropriate to their teaching specialty

<p>Applies knowledge of subject beyond the content in assigned teaching specialty. Motivates students to investigate the content area to expand their knowledge and satisfy their natural curiosity.</p> <p>Extends knowledge of subject beyond content in their teaching specialty and sparks students' curiosity for learning beyond the required course work.</p>	<p>All LEARNING-FOCUSED Strategies Teachers implement the distributed Assessment Prompts to formally pay attention to student engagement and make adjustments as necessary.</p> <p>Teachers use Collaborative Pairs throughout lessons to monitor engagement and keep all students engaged.</p> <p>LEARNING-FOCUSED provides the research-based and evidenced-based practices that best promote learning for all students. This gives teachers the confidence and motivation to attend to these issues more consistently. LEARNING-FOCUSED also encourages and models collaborative planning, teaming, and conferencing that help teachers develop these skills.</p> <p>Teachers use the wealth of research-based and evidence-based learning activities to engage all students.</p> <p>Transforming Standards into Learning Interactive use of Student Learning Maps and Word Walls highlight key concepts and ideas.</p> <p>Connecting Extending Thinking Extending Thinking Strategies provide powerful real world connections.</p> <p>Opportunities for thinking and analyzing are provided through Extending Thinking Lessons and Assignments.</p>
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Standard 3: Teachers Know the Content They Teach

c: Teachers recognize the interconnectedness of content areas/disciplines

<p>Demonstrates knowledge of the links and vertical alignment of the grade or subject area and the <i>North Carolina Standard Course of Study</i>. Relates content to other disciplines.</p> <p>Integrates global awareness activities throughout lesson plans and classroom instructional practices.</p> <p>Collaborates with teachers from other grades or subject areas to establish links between disciplines and influence school-wide curriculum and teaching practice.</p>	<p>Transforming Standards into Learning Expectations for student performance are developed through the use of K-U-D Organizers, Student Learning Maps, and Common Assessments.</p> <p>Connecting Exemplary Practices in Acquisition Lessons and Connecting Extending Thinking Rigor and high expectations are provided through Grade Level Assignments, Extending Thinking Assignments, Extending Thinking Strategies and Assessment Prompts.</p> <p>An Activating Strategy is part of every LEARNING-FOCUSED lesson and is used to link to prior knowledge and make connections to and from life experiences and other disciplines.</p> <p>All LEARNING-FOCUSED Strategies Teachers plan lessons and units collaboratively with teams. Resource and special area teachers are collaborated with when planning.</p> <p>Power Curriculum Teachers meet with vertical teams to adjust plans and instruction.</p> <p>Stride Walkthroughs Teachers conduct vertical walkthroughs to explore the connectedness and expectations throughout the school.</p>
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Standard 3: Teachers Know the Content They Teach

c: Teachers make instruction relevant to students

<p>Integrates core content and 21st century content throughout lesson plans and classroom instructional practices.</p> <p>Deepens students' understandings of 21st century skills and helps them make their own connections and develop new skills.</p>	<p>All LEARNING-FOCUSED Strategies Teachers use the LEARNING-FOCUSED framework to develop common learning units and lessons that move students through the three levels of learning: 1. Acquisition, 2. Extending Thinking, 3. Authentic Meaningful Use.</p> <p>Transforming Standards into Learning Teachers develop an organizer that clarifies standards and establish clear learning goals for a unit.</p> <p>Teachers use the standards driven LEARNING-FOCUSED model to plan lessons and units from an organizer that clearly identifies what students need to know, understand, and be able to do from the state and common core standards.</p>
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Standard 4: Teachers Facilitate Learning for their Students

a: Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.

<p>Identifies appropriate developmental levels of students and consistently and appropriately differentiates instruction.</p>	<p>Transforming Standards into Learning Common Assessments are collaboratively planned and utilized throughout the unit of instruction</p> <p>Connecting Exemplary Practices in Acquisition Lessons Assessment Prompts are planned for each lesson based on Essential Question and standards.</p> <p>Assessment Prompts are distributed throughout the lesson in order to gather data on student understanding which allows teachers to adjust instruction to meet the needs of students at strategic points throughout lesson.</p> <p>Distributed summarizing and practice, often through collaborative student pairs, are used throughout the lesson between assessment prompts to continually check for understanding informally.</p> <p>A Summarizing Strategy is used at the end of the lesson to determine if students can answer the Essential Question.</p> <p>Students keep a journal of Student Learning Maps, Essential Questions, Assessment Prompts, Key Vocabulary and responses to Essential Questions.</p> <p>Differentiated Assignments Teachers learn strategies for surveying students' interests and backgrounds.</p> <p>Students are given a variety of ways to show their understanding of topics under study, some of which are based on student interests and talents.</p>
<p>Reviews and uses alternative resources or adapts existing resources to take advantage of student strengths or address weaknesses.</p>	<p>All LEARNING-FOCUSED Strategies Teachers use the LEARNING-FOCUSED Strategies framework to plan and prepare appropriate technology resources that support learning while planning their lessons and units.</p>
<p>Encourages and guides colleagues to adapt instruction to align with students' developmental levels.</p> <p>Stays abreast of current research about student learning and emerging resources and encourages the school to adopt or adapt them for the benefit of all students.</p>	<p>LEARNING-FOCUSED provides the research-based and evidenced-based practices that best promote learning for all students. This gives teachers the confidence and motivation to attend to these issues more consistently. LEARNING-FOCUSED also encourages and models collaborative planning, teaming, and conferencing that help teachers develop these skills.</p>

Standard 4: Teachers Facilitate Learning for their Students

b: Teachers plan instruction appropriate for their students

<p>Uses a variety of data for short- and long-range planning of instruction. Monitors and modifies instructional plans to enhance student learning.</p> <p>Monitors student performance and responds to individual learning needs in order to engage students in learning.</p> <p>Monitors student performance and responds to cultural diversity and learning needs through the school improvement process.</p>	<p>Transforming Standards into Learning Common Assessments are collaboratively planned and utilized throughout the unit of instruction</p> <p>Connecting Exemplary Practices in Acquisition Lessons Assessment Prompts are planned for each lesson based on Essential Question and standards.</p> <p>Assessment Prompts are distributed throughout the lesson in order to gather data on student understanding which allows teachers to adjust instruction to meet the needs of students at strategic points throughout lesson.</p> <p>Distributed summarizing and practice, often through collaborative student pairs, are used throughout the lesson between assessment prompts to continually check for understanding informally.</p> <p>A Summarizing Strategy is used at the end of the lesson to determine if students can answer the Essential Question.</p> <p>Students keep a journal of Student Learning Maps, Essential Questions, Assessment Prompts, Key Vocabulary and responses to Essential Questions.</p> <p>LEARNING-FOCUSED provides the research-based and evidenced-based practices that best promote learning for all students. This gives teachers the confidence and motivation to attend to these issues more consistently. LEARNING-FOCUSED also encourages and models collaborative planning, teaming, and conferencing that help teachers develop these skills.</p>
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Standard 4: Teachers Facilitate Learning for their Students

c: Teachers use a variety of instructional methods

<p>Demonstrates awareness or use of appropriate methods and materials necessary to meet the needs of all students.</p> <p>Ensures the success of all students through the selection and utilization of appropriate methods and materials.</p> <p>Stays abreast of emerging research areas and new and innovative materials and incorporates them into lesson plans and instructional strategies.</p>	<p>Connecting Exemplary Practices in Acquisition Lessons</p> <p>Using the Learning-Focused Acquisition Lesson plan, teachers gather and use student interests and background during Activating Strategies in order to hook and link them in every lesson.</p> <p>Lesson Essential Questions are written in grade appropriate, student friendly language translating standards into learning and to activate thinking.</p> <p>The LEARNING-FOCUSED Acquisition Lesson plan provides teachers with a framework that focuses content on learning and students.</p> <p>Using Collaborative Pairs, teams, and individual/group presentations, students communicate to each other and the class about their personal understanding of concepts and skills.</p> <p>Summarizing strategies and reflection questions sometimes provide opportunities for students to express their thoughts about learning activities and how they feel about their learning and progress.</p> <p>LEARNING-FOCUSED Acquisition Lessons enable teachers to plan activities that focus on students experiencing practices and strategies that enable them to learn through questioning, investigation, interests and collaboration. These include graphic organizers to help students collect, organize and recall important information during the lesson; exemplary teaching practices are implemented throughout the lesson that make learning meaningful and relevant.</p> <p>Collaborative pairs using Numbered Heads provide necessary rehearsal of new skills and knowledge while holding students accountable for each other and their own learning.</p> <p>Research-based vocabulary strategies are used to introduce new words and build context.</p> <p>Using the Learning-Focused Acquisition Lesson plan, teachers present unusual and intriguing information using Activating Strategies to motivate and increase interest in every lesson.</p> <p>Connecting Extending Thinking</p> <p>Extending Thinking assignments challenge students' curiosity and exploration in real world situations.</p> <p>Scaffolding Grade Level Learning</p> <p>Teachers apply scaffolding strategies during lessons and differentiate assignments that incorporate student interests, background and ability.</p> <p>Differentiated Assignments</p> <p>Teachers learn strategies for surveying students' interests and backgrounds.</p> <p>Students are given a variety of ways to show their understanding of topics under study, some of which are based on student interests and talents.</p>
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Standard 4: Teachers Facilitate Learning for their Students
d: Teachers integrate and utilize technology in their instruction

<p>Assesses effective types of technology to use for instruction.</p> <p>Demonstrates knowledge of how to utilize technology in instruction.</p> <p>Integrates technology with instruction to maximize student learning.</p> <p>Provides evidence of student engagement in higher level thinking skills through the integration of technology.</p>	<p>All LEARNING-FOCUSED Strategies Teachers use the LEARNING-FOCUSED Strategies framework to plan and prepare appropriate technology resources that support learning while planning their lessons and units.</p> <p>Connecting Extending Thinking Students use technology with Extending Thinking strategies such as inductive and deductive reasoning in order to strategically apply their higher level thinking to what they have learned and to help them learn or develop new concepts.</p> <p>Teachers have students work individually, in pairs, and in teams using appropriate technology during Extending Thinking activities.</p>
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Standard 4: Teachers Facilitate Learning for their Students

e: Teachers help students develop critical-thinking and problem-solving skills

<p>Understands the importance of developing students' critical thinking and problem solving skills.</p> <p>Demonstrates knowledge of processes needed to support students in acquiring critical thinking skills and problem solving skills.</p> <p>Teaches students the processes needed to:</p> <ul style="list-style-type: none"> • think creatively and critically, • develop and test innovative ideas, • synthesize knowledge, • draw conclusions, • exercise and communicate sound reasoning, • understand connections, • make complex choices, • frame, analyze and solve problems. <p>Encourages and assists teachers throughout the school to integrate critical thinking and problem solving skills into their instructional practices.</p>	<p>Connecting Exemplary Practices in Acquisition Lessons</p> <p>LEARNING-FOCUSED is built on moving students through the three Levels of Learning. Teachers plan and implement lessons that move students from Acquiring knowledge to extending their thinking on the learned content through thinking and writing using Extending Thinking Strategies, and finally to Authentic, meaningful use of knowledge that requires connecting many Extending Thinking strategies in order to be successful.</p> <p>Connecting Extending Thinking</p> <p>Students learn to use Extending Thinking strategies such as inductive and deductive reasoning in order to strategically apply their higher level thinking to what they have learned and to help them learn or develop new concepts.</p> <p>Teachers have students work individually, in pairs, and in teams during Extending Thinking activities.</p> <p>Students use graphic organizers and other memory and learning strategies to store and retrieve their knowledge.</p> <p>Opportunities for thinking and analyzing are provided through Extending Thinking Lessons and Assignments, such as Analyzing Perspectives.</p> <p>Distributed Summarizing in the Acquisition Lesson and responses to Assessment Prompts distributed throughout the lesson allow students to self-assess and monitor their thinking.</p> <p>Teachers plan and deliver Extending Thinking Lessons and assignments that allow students to deepen and refine what they learned in Acquisition Lessons.</p> <p>Writing Assignments</p> <p>Students use Writing to Inform to develop deeper understanding of the content, concepts, and skills.</p> <p>Differentiated Assignments</p> <p>Students are organized by readiness levels and learning preferences to complete cognitively complex tasks in a variety of ways.</p> <p>Connecting Exemplary Practices in Acquisition Lessons</p> <p>Extending Thinking Strategies are integrated into activities, assignments, and Assessment Prompts to deepen and refine student understanding of concepts and skills.</p> <p>Writing Assignments</p> <p>Students use Summary Point Writing to explain and elaborate on what they have learned.</p> <p>Students use Writing to Inform to explain and elaborate on what they have learned.</p> <p>Questioning Strategies</p> <p>Teachers use effective questioning to elicit deeper thinking about concepts and strategies in order to strengthen comprehension.</p>
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Standard 4: Teachers Facilitate Learning for their Students

f: Teachers help students work in teams and develop leadership qualities

<p>Provides opportunities for cooperation, collaboration, and leadership through student learning teams.</p> <p>Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.</p> <p>Encourages students to create and manage learning teams.</p> <p>Fosters the development of student leadership and teamwork skills to be used beyond the classroom.</p>	<p>Connecting Exemplary Practices in Acquisition Lessons</p> <p>Using Collaborative Pairs, teams, and individual/group presentations, students communicate to each other and the class about their personal understanding of concepts and skills.</p> <p>Summarizing strategies and reflection questions sometimes provide opportunities for students to express their thoughts about learning activities and how they feel about their learning and progress.</p> <p>All LEARNING-FOCUSED Strategies</p> <p>Students are grouped in pairs and teams to facilitate cooperative/collaborative learning.</p> <p>Walls are used for Student Learning Maps, Word Walls, and student work.</p> <p>Posted Student Learning Maps and Essential Questions are displayed in a way that all students can easily read them.</p> <p>Teachers learn to organize classroom displays by content area in order to facilitate student use of learning displays.</p> <p>Extensive use of Collaborative Pairs and small groups during all parts of lessons and activities such as rehearsals, guided practice, distributed summarizing, Assessment Prompts, assignments and learning activities.</p> <p>Teachers plan and use Collaborative Pairs and teams during assignments to practice their knowledge of content and use learned skills and strategies.</p> <p>Teachers model classroom expectations.</p> <p>Students are provided multiple opportunities to model classroom expectations that develop qualities of leadership.</p> <p>Learning expectations are the focus of lessons, not teaching expectations.</p> <p>Collaborative Pairs are used to ensure that every student is actively engaged and following expectations.</p> <p>Culminating Performance of a Unit, Differentiated Assignments and Extending Thinking Tasks that involve pairs or group work define roles, responsibilities and group work expectations, often with checklists or rubrics.</p> <p>Connecting Extending Thinking</p> <p>Teachers plan and use Collaborative Pairs and teams during Extending Thinking lessons to deepen their knowledge of content and use learned skills and strategies.</p> <p>Differentiating Assignments</p> <p>Students are provided a variety of ways to deepen and show their understanding based on their readiness levels, learning preferences, and interests.</p> <p>Flexible Grouping</p> <p>K-5 classrooms use Lit Teams during Language Arts.</p> <p>6-12 classrooms use Learning Teams and Learning Stations during English/Language Arts.</p>
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Standard 4: Teachers Facilitate Learning for their Students

g: Teachers communicate effectively

<p>Demonstrates the ability to effectively communicate with students.</p> <p>Creates and uses a variety of methods for communication with all students.</p>	<p>LEARNING-FOCUSED provides the research-based and evidenced-based practices that best promote learning for all students. This gives teachers the confidence and motivation to attend to these issues more consistently. LEARNING-FOCUSED also encourages and models collaborative planning, teaming, and conferencing that help teachers develop these skills.</p>
<p>Provides opportunities for students to articulate thoughts and ideas.</p> <p>Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.</p>	<p>Connecting Exemplary Practices in Acquisition Lessons</p> <p>Assessment Prompts are planned with engaging and appropriate activities (individual, pairs, small groups, and large group) that allow students to convey their understanding of the content to that point in the lesson.</p> <p>Graphic organizers are used to help students organize and process new information.</p> <p>Using Collaborative Pairs, Assessment Prompts, Summarizing Strategies, and Assignments, teachers provide students with direction to reflect on their learning.</p> <p>Using Collaborative Pairs, teams, and individual/group presentations, students communicate to each other and the class about their personal understanding of concepts and skills.</p> <p>Assessment Prompts, Summarizing Strategies, Assignments, and Extending Thinking Activities require students to not only understand the content, but to be able to explain why, how, when, etc... in order to be able to transfer that knowledge to times when students are acquiring new knowledge.</p> <p>Summarizing strategies and reflection questions sometimes provide opportunities for students to express their thoughts about learning activities and how they feel about their learning and progress.</p> <p>All LEARNING-FOCUSED Strategies</p> <p>Teachers implement the distributed Assessment Prompts to manage student responses.</p> <p>Teachers use Collaborative Pairs throughout lessons to monitor student responses.</p> <p>Teachers use active feedback practices, i.e. individual white response boards, visual signals.</p> <p>Teachers use Writing to Inform and Summary Point Writing to monitor student responses.</p>

<p>Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.</p>	<p>Transforming Standards into Learning Student Learning Maps graphically chunk learning into key concepts.</p> <p>Connecting Exemplary Practices in Acquisition Lessons Assessment Prompts which chunk lessons into manageable learning segments are planned and distributed throughout the lesson and activities.</p> <p>Distributed Practice and Distributed Summarizing are key components of the Acquisition Lesson plan.</p> <p>Teachers attend to age-related attention spans in distributing practice and summarizing across a lesson.</p> <p>Writing Assignments Students use Writing to Inform and Writing to Learn activities to internalize and understand new learning and</p> <p>Students use Writing to Inform to demonstrate greater depths of understanding at strategic points during a lesson.</p> <p>Reading Assignments Students use Reading Comprehension Strategies and graphic organizers to “chunk” reading passages and find meaning and purpose.</p>
<p>Establishes classroom practices, which encourage all students to develop effective communication skills.</p> <p>Establishes school-wide and grade appropriate vehicles to encourage students throughout the school to develop effective communication skills.</p>	<p>LEARNING-FOCUSED provides the research-based and evidenced-based practices that best promote learning for all students. This gives teachers the confidence and motivation to attend to these issues more consistently. LEARNING-FOCUSED also encourages and models collaborative planning, teaming, and conferencing that help teachers develop these skills.</p> <p>Students are grouped in pairs and teams to facilitate cooperative/collaborative learning.</p> <p>Walls are used for Student Learning Maps, Word Walls, and student work.</p> <p>Posted Student Learning Maps and Essential Questions are displayed in a way that all students can easily read them.</p> <p>Teachers learn to organize classroom displays by content area in order to facilitate student use of learning displays.</p>

Standard 4: Teachers Facilitate Learning for their Students

h: Teachers use a variety of methods to assess what each student has learned

<p>Uses indicators to monitor and evaluate student progress.</p> <p>Uses multiple indicators, both formative and summative, to monitor and evaluate student progress and to inform instruction.</p> <p>Uses the information gained from the assessment activities to improve teaching practice and student learning.</p> <p>Teaches students and encourages them to use peer and self assessment feedback to assess their own learning.</p> <p>Assesses students in the attainment of 21st century knowledge, skills, and dispositions.</p> <p>Provides opportunities for students to assess themselves and others.</p> <p>Encourages and guides colleagues to assess 21st century skills, knowledge, and dispositions and to use the assessment information to adjust their instructional practice.</p>	<p>Transforming Standards into Learning Common Assessments are collaboratively planned and utilized throughout the unit of instruction</p> <p>Connecting Exemplary Practices in Acquisition Lessons Formative assessments are distributed throughout every lesson as Assessment Prompts.</p> <p>Assessment Prompts are planned for each lesson based on Essential Question and standards.</p> <p>Teachers implement the distributed Assessment Prompts to formally pay attention to student engagement and make adjustments as necessary.</p> <p>Assessment Prompts during teaching are distributed throughout the lesson as questions and tasks designed to gather evidence of learning and provide feedback to students at strategic points in the lesson, i.e. Writing to a Prompt, Quick Writes, and using the information on graphic organizers to summarize content are all recommended.</p> <p>Distributed summarizing and practice, often through collaborative student pairs, are used throughout the lesson between assessment prompts to continually check for understanding informally.</p> <p>Teachers use Collaborative Pairs throughout lessons to monitor engagement and keep all students engaged.</p> <p>At the conclusion of every lesson a Summarizing Strategy is used by teachers with their students to gain evidence of student mastery of the Lesson Essential Question.</p> <p>Students keep a journal of Student Learning Maps, Essential Questions, Assessment Prompts, Key Vocabulary and responses to Essential Questions.</p> <p>Connecting Extending Thinking Students are assessed on their ability to think critically and apply their skills and abilities to authentic tasks.</p> <p>Planning Units for Learning During each unit, assessments evaluate learning expectations from the unit Know, Understand and Do Organizer constructed from the state standards.</p> <p>Rubrics are used to determine mastery.</p>
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Standard 5: Teachers Reflect on their Practice

a: Teachers analyze student learning

<p>Recognizes the need to improve student learning in the classroom.</p> <p>Provides ideas about what can be done to improve student learning in their classroom.</p> <p>Thinks systematically and critically about learning in their classroom: Why learning happens and what can be done to improve student achievement.</p> <p>Provides a detailed analysis about what can be done to improve student learning and uses such analyses to adapt instructional practices and materials within the classroom and at the school level.</p>	<p>LEARNING-FOCUSED provides the research-based and evidenced-based practices that best promote learning for all students. This gives teachers the confidence and motivation to attend to these issues more consistently. LEARNING-FOCUSED also encourages and models collaborative planning, teaming, and conferencing that help teachers develop these skills.</p>
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Standard 5: Teachers Reflect on their Practice

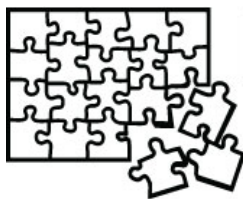
b: Teachers link professional growth to their professional goals

<p>Understands the importance of professional development.</p> <p>Participates in professional development aligned with professional goals.</p> <p>Participates in professional development activities aligned with goals and student needs.</p> <p>Applies and implements knowledge and skills attained from professional development consistent with its intent.</p>	<p>LEARNING-FOCUSED provides the research-based and evidenced-based practices that best promote learning for all students. This gives teachers the confidence and motivation to attend to these issues more consistently. LEARNING-FOCUSED also encourages and models collaborative planning, teaming, and conferencing that help teachers develop these skills.</p>
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Standard 5: Teachers Reflect on their Practice

c: Teachers function effectively in a complex, dynamic environment

<p>Is knowledgeable of current research based approaches to teaching and learning.</p> <p>Considers and uses a variety of research based approaches to improve teaching and learning.</p> <p>Actively investigates and considers alternative research based approaches to improve teaching and learning and uses such approaches as appropriate.</p> <p>Adapts professional practice based on data and evaluates impact on student learning.</p>	<p>LEARNING-FOCUSED provides the research-based and evidenced-based practices that best promote learning for all students. This gives teachers the confidence and motivation to attend to these issues more consistently. LEARNING-FOCUSED also encourages and models collaborative planning, teaming, and conferencing that help teachers develop these skills.</p>
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LEARNING-FOCUSED

★ Professional Development ★

Exemplary Lessons for Your School's Success

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